



Edgefield School District

P.O. Box 608

Edgefield, SC 29824

Grades	PK-12 District	
Enrollment	4,007 Students	
Superintendent	Dr. Mary Rice-Crenshaw	803-275-4601
Board Chair	Brad Covar	803-637-6689

THE STATE OF SOUTH CAROLINA 2011 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Below Average
2010	Average	Excellent
2009	Below Average	At-Risk
2008	Average	Average
2007	Average	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>

<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

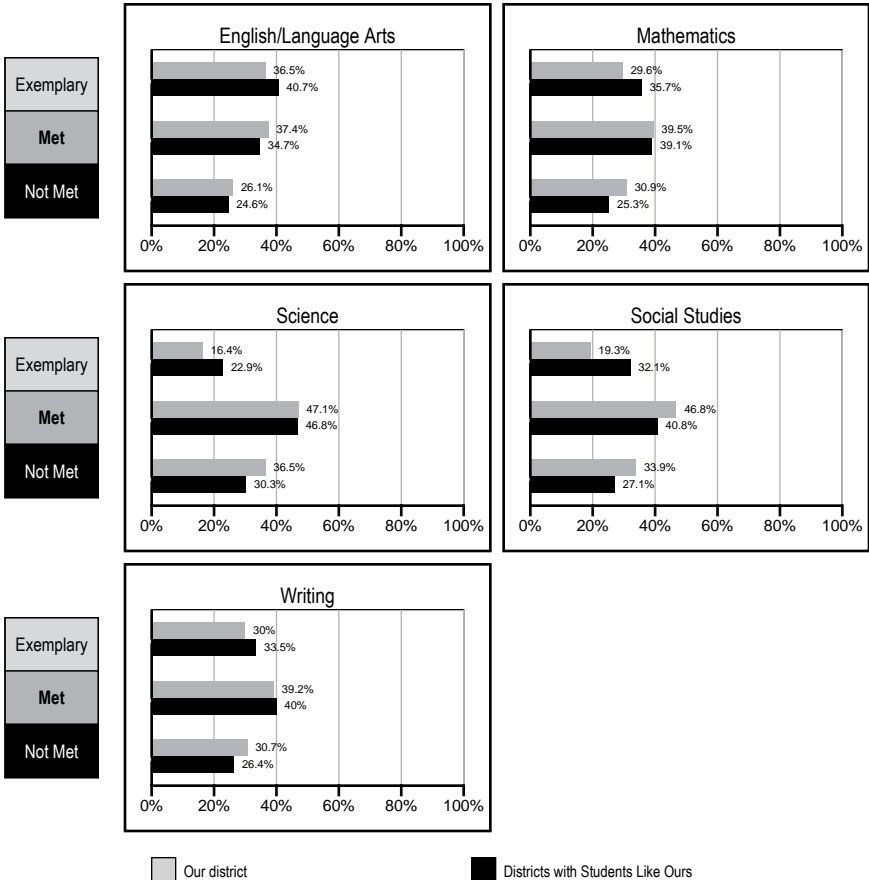
97.9%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	9	11	1	1

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Districts with Students Like Ours are districts with poverty indices of no more than 5% above or below the index for the district.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our District			Districts with Students Like Ours		
Percent	2009	2010	2011	2009	2010	2011
Passed both subtests	77.2%	77.8%	78.6%	76.2%	79.1%	78.8%
Passed one subtest	7.5%	9.4%	14.5%	12.4%	11.5%	12.3%
Passed no subtests	15.4%	12.7%	6.9%	11.4%	9.4%	8.9%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our District	Districts with Students Like Ours
Algebra 1/Math for the Technologies 2	79.6%	81.9%
English 1	72.0%	72.3%
Biology 1/Applied Biology 2	68.3%	66.6%
Physical Science	44.6%	56.4%
US History and the Constitution	29.8%	44.7%
All Subjects	60.1%	65.5%

Four-Year Cohort Graduation Rate

	Our District		Districts with Students Like Ours	
	2010*	2011	2010	2011
Number of Students in Four-Year Cohort	236	234	789	803
Number of Graduates in Cohort	170	188	562	567
Rate	72.0%	80.3%	71.8%	74.5%

*Used to calculate current AYP.

Five-Year Graduation Rate

	Our District		Districts with Students Like Ours	
	2010	2011	2010	2011
Number of Students in Cohort	N/A	235	N/A	796
Number of Graduates in Cohort	N/A	174	N/A	572
Rate	N/A	74.0%	N/A	73.4%

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=4,007)				
First graders who attended full-day kindergarten	100.0%	No Change	99.5%	99.6%
Retention rate	2.6%	Down from 2.9%	1.9%	2.3%
Attendance rate	95.5%	Up from 95.1%	95.8%	95.8%
Served by gifted and talented program	11.9%	Up from 10.5%	19.0%	14.0%
With disabilities other than speech	10.2%	Down from 12.5%	7.7%	7.4%
Older than usual for grade	4.1%	Down from 5.3%	2.5%	3.0%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.0%	Up from 1.5%	0.9%	0.5%
Enrolled in AP/IB programs	16.2%	Up from 13.9%	17.9%	12.2%
Successful on AP/IB exams	27.1%	N/A	44.2%	52.9%
Eligible for LIFE Scholarship	27.5%	Down from 54.1%	31.0%	30.3%
Enrolled in adult education GED or diploma programs	52	Up from 38	82	66
Completions in adult education GED or diploma programs	43	Up from 28	48	35
Annual dropout rate	4.6%	Up from 0.7%	3.0%	2.8%
Teachers (n=272)				
Teachers with advanced degrees	58.1%	Down from 58.2%	61.8%	61.2%
Continuing contract teachers	85.7%	Up from 85.1%	87.5%	85.6%
Teachers returning from previous year	90.3%	Up from 90.0%	91.7%	90.3%
Teacher attendance rate	95.4%	Up from 95.1%	95.3%	95.2%
Average teacher salary*	\$45,462	Down 0.7%	\$47,577	\$46,166
Vacancies for more than nine weeks	1.5%	Down from 1.8%	0.0%	0.0%
Professional development days/teacher	11.7 days	No Change	11.9 days	12.2 days
District				
Superintendent's years at district	4.0	Up from 3.0	4.0	3.0
Student-teacher ratio in core subjects	20.3 to 1	Down from 21.4 to 1	22.2 to 1	21.7 to 1
Prime instructional time	89.8%	Up from 89.1%	90.5%	90.1%
Dollars spent per pupil**	\$8,079	Down 8.1%	\$8,820	\$9,140
Percent of expenditures for teacher salaries**	55.5%	Down from 56.6%	54.8%	53.5%
Percent of expenditures for instruction**	58.3%	Up from 58.2%	58.4%	56.5%
Opportunities in the arts	Good	Up from Fair	Excellent	Excellent
Number of schools	9	No Change	14	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	1.1%	Down from 1.3%	1.3%	1.4%
Average age in years of school facilities	N/A	N/A	N/A	N/A
Number of schools with SACS accreditation	8.0	No Change	13.0	8.0
Parents attending conferences	92.3%	Down from 97.8%	96.8%	96.6%
Average administrator salary	\$71,183	Down 9.5%	\$78,534	\$78,000

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

CHARTER SCHOOLS IN THIS DISTRICT

School Name	Absolute Rating	Growth Rating	Adequate Yearly Progress
FOX CREEK HIGH	Excellent	Good	Met

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2011		End of Course Tests Passage Rate		On-time Graduation Rate, 2010 For AYP		
	n	%	t	%	n	%	Met AYP Objective
All Students	208	88.9%	1171	60.1%	236	72.0%	No
Gender							
Male	96	89.6%	614	55.7%	121	69.4%	N/A
Female	112	88.4%	553	64.9%	115	74.8%	N/A
Racial/Ethnic Group							
White	76	90.8%	502	74.5%	88	77.3%	N/A
African American	124	87.9%	631	47.9%	135	67.4%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	34	73.5%	11	81.8%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	35	48.6%	156	23.7%	31	54.8%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	11	63.6%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	129	86.0%	695	49.1%	134	61.9%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

HSAP Passage Rate by Spring 2011

	Our District	Districts with Students Like Ours
Percent	88.9%	92.0%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2010	2011	2010	2011	2010	2011	2010	2011		
District	483	487	504	506	463	473	1450	1466		
State	481	479	495	489	463	459	1438	1427		
Nation	497	494	510	506	486	483	1493	1483		
ACT	English		Math		Reading		Science		Total	
	2010	2011	2010	2011	2010	2011	2010	2011	2010	2011
District	18.2	18.2	19.9	19.5	19.6	19.6	19.4	19.5	19.4	19.3
State	18.8	19.0	20.0	20.1	19.7	20.0	19.9	19.9	19.7	19.9
Nation	20.5	20.6	21.0	21.1	21.3	21.3	20.9	20.9	21.0	21.1

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School District Governance

Board Membership	7 trustees elected to single-member seats
Fiscal Authority	District Board
Average Number of Hours of Training Annually	13.0 per board member
Percent New Trustees Completing Orientation	N/A

District Superintendent's Report

The 2010-2011 school year was again challenged with major struggles through budget deficits. In the struggles of management of the school district, there was never a day that we did not find students academically achieving, teachers excelling, honors being bestowed upon schools, and students excelling in extracurricular activities. The doors of our schools revolved with an outpour of community support through business and industry activities and volunteers.

One of the brightest moments during the year was the announcement that two of our schools met all their objectives, giving them the status of having met Adequate Yearly Progress. Other district elementary and middle schools showed significant progress and fell just short of AYP, missing 1-6 objectives. Educators are commended for their efforts of producing the outstanding results we saw on PASS testing and in the objective areas of AYP. They have continued to step to the plate and hold fast to the number one priority in this district – our children and their success.

We were honored to recognize 5 schools named as Palmetto Gold and Palmetto Silver Award Winners. Students participating in extracurricular activities continue to bring standing ovations from musical productions, outstanding records in the sports areas, Mock Trial State competition, MathCounts competitions, Regional Spelling Bee Contest, and State Writing Programs, all of which make for a wellrounded student and future citizen. As true to tradition at Strom Thurmond High School, we again applaud the graduating class that totaled \$1,386,239 with more to come as students receive LIFE and HOPE scholarships as well. Strom Thurmond High School was also chosen as the 2011 Law Related Education School of the Year by the South Carolina Bar Association Law Related Education Division.

The formation of the Foundation for Edgefield County Public Schools has implemented Teacher Vision Grants to assist educators with special projects and with the assistance of the Edgefield County Chamber of Commerce over \$10,000 was raised to support this effort as well as grant teacher supply wish list items. The district has been fortunate in the progress through the PEACH Grant (Early Intervention) and an AmeriCorps Grant which has proven to tie our high school seniors and our communities together in a joint effort of service.

Through the efforts of all employees and the support of our communities and parents, The Edgefield County School District will continue to be among the leaders across this state in striving for academic success for all children, continue programs to mold well-rounded students, and continue to step higher each year to offer the children of Edgefield County the very best educational opportunities. Our quest to move from "Good to Great to Excellent" is at the forefront of our labors.

Dr. Mary Rice-Crenshaw, Superintendent
Mr. Brad Covar, Board of Trustees Chairman

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No Child Left Behind

District Adequate Yearly Progress

No

This district met 23 out of 25 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

District Improvement Status

Corrective Action

The district missed AYP for four years. Sanction: The district implements corrective action(s).

Number of students in their first year of US school.

1

Title I Schools' School Improvement Status

School	Status	School	Status
Johnston Elementary	CA	Merriwether Elementary	CA

The Edgefield School District consists of 9 public schools with 2 of these schools, or 22.2%, in improvement status.

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary*	State % Met or Exemplary	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	1761	99.8	26.2	37.6	36.3	82.2	82.4	Yes	Yes
Gender									
Male	926	100	28	39.3	32.7	79.3	78.7	N/A	N/A
Female	835	99.6	24.1	35.7	40.2	85.5	86.2	N/A	N/A

Racial/Ethnic Group

White	903	100	16.9	35.2	47.9	88.8	88.9	Yes	Yes
African American	792	99.6	36.6	40.6	22.8	75.1	72.9	No	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	55	100	36	30	34	72	79.3	Yes	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	83	I/S	I/S

Disability Status

Disabled	303	99.7	63.5	23.3	13.2	46.3	48.1	No	Yes
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Migrant Status

Migrant	2	I/S	I/S	I/S	I/S	I/S	68.9	N/A	N/A
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Limited English Proficient

Limited English	32	100	53.6	32.1	14.3	60.7	78.3	I/S	I/S
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Socio-Economic Status

Subsidized meals	1097	99.8	35.7	40.1	24.2	74.8	75.4	No	Yes
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Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	1761	99.7	30.8	40.2	29.1	79.4	81.9	Yes	Yes
Gender									
Male	926	99.8	31.4	38.5	30.2	77.3	79.9	N/A	N/A
Female	835	99.6	30.1	42	27.9	81.8	84.1	N/A	N/A

Racial/Ethnic Group

White	903	99.7	18.8	42	39.2	88.2	88.9	Yes	Yes
African American	792	99.8	43.6	38.4	18	70	71.4	Yes	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	94.6	I/S	I/S
Hispanic	55	100	50	32	18	66	81.1	No	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	84.4	I/S	I/S

Disability Status

Disabled	303	99	67.6	22.5	9.9	40.6	47.3	No	Yes
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Migrant Status

Migrant	2	I/S	I/S	I/S	I/S	I/S	77.6	N/A	N/A
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Limited English Proficient

Limited English	32	100	60.7	25	14.3	57.1	81.4	I/S	I/S
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Socio-Economic Status

Subsidized meals	1097	99.6	41.2	40	18.8	71.9	74.9	Yes	Yes
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* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science							
All Students	1183	99.7	36.5	47.3	16.2	63.5	68.6
Gender							
Male	626	99.7	35.4	46.9	17.8	64.6	68.3
Female	557	99.6	37.8	47.8	14.4	62.2	68.9
Racial/Ethnic Group							
White	605	99.8	22.5	54	23.5	77.5	80.7
African American	536	99.6	52	40.1	7.9	48	51.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	85.3
Hispanic	37	97.3	44.1	41.2	14.7	55.9	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	70.8
Disability Status							
Disabled	194	99.5	66	22.3	11.7	34	35.7
Migrant Status							
Migrant	2	I/S	I/S	I/S	I/S	I/S	42.9
Limited English Proficient							
Limited English	23	95.7	60	30	10	40	60.7
Socio-Economic Status							
Subsidized meals	742	99.6	48.3	41.2	10.5	51.7	57.3

Social Studies

All Students	1178	99.2	33.6	47.5	18.8	66.4	72.5
Gender							
Male	593	99.2	31.9	44.5	23.6	68.1	72
Female	585	99.3	35.4	50.6	14	64.6	73.1
Racial/Ethnic Group							
White	625	99.5	24.9	48.9	26.2	75.1	81
African American	513	99	44.8	46.1	9.1	55.2	60
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	89
Hispanic	32	100	34.5	44.8	20.7	65.5	69.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	73.5
Disability Status							
Disabled	209	99	64.2	27	8.8	35.8	40.5
Migrant Status							
Migrant	1	I/S	I/S	I/S	I/S	I/S	53.8
Limited English Proficient							
Limited English	16	100	50	35.7	14.3	50	69.7
Socio-Economic Status							
Subsidized meals	737	99.3	43.7	45.6	10.7	56.3	62.9

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary	District Attendance Rate	State Attendance Rate
Writing									
All Students	576	98.6	30.7	39.2	30	69.3	73.2	96.2	96.1
Gender									
Male	301	99	38.2	39.6	22.2	61.8	67.2	95.9	96.1
Female	275	98.2	22.3	38.8	38.8	77.7	79.4	96.4	96.2
Racial/Ethnic Group									
White	301	98.3	20.7	43.4	35.9	79.3	81.5	95.9	95.9
African American	248	99.2	42.9	34	23.1	57.1	61.3	96.4	96.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	87	97.1	97.2
Hispanic	23	95.7	38.1	38.1	23.8	61.9	66.7	97	96.5
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	72.2	96.5	95.1
Disability Status									
Disabled	92	91.3	84.5	13.1	2.4	15.5	26	94.8	95.2
Migrant Status									
Migrant	1	I/S	I/S	I/S	I/S	I/S	40.5	99.9	96.8
Limited English Proficient									
Limited English	13	100	58.3	25	16.7	41.7	65.7	97.6	96.9
Socio-Economic Status									
Subsidized meals	356	97.8	41.1	37.5	21.4	58.9	63.2	95.8	95.7

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	319	99.7	20	31.5	48.5	80
	4	307	98.7	19	44.8	36.2	81
	5	298	99	20.1	47.5	32.4	79.9
	6	303	100	27.7	40.8	31.5	72.3
	7	291	100	29.1	30.2	40.7	70.9
	8	295	98.6	32.5	37.1	30.4	67.5
2011	3	303	99.7	22.4	29	48.6	77.6
	4	308	100	23.4	44.5	32.1	76.6
	5	290	100	17.1	52.3	30.6	82.9
	6	291	99.7	31.7	33.5	34.9	68.3
	7	282	100	30.1	31.5	38.4	69.9
	8	287	99.7	32.6	34.4	33	67.4
Mathematics							
2010	3	319	100	42	34.8	23.3	58
	4	307	99	26.2	51.7	22.1	73.8
	5	298	99	26.4	51.1	22.5	73.6
	6	303	100	37.7	44.6	17.6	62.3
	7	291	99.7	34.9	38	27.1	65.1
	8	295	99	41.2	38.4	20.4	58.8
2011	3	303	100	36.9	28.3	34.8	63.1
	4	308	100	26.4	43.1	30.4	73.6
	5	290	99.3	24.7	40.5	34.8	75.3
	6	291	99.7	33.5	46.1	20.4	66.5
	7	282	99.7	29.1	41.4	29.5	70.9
	8	287	99.7	34.1	41.7	24.3	65.9
Science							
2010	3	161	100	54.2	29	16.8	45.8
	4	305	100	37.2	54.1	8.6	62.8
	5	148	98.7	26.2	56	17.7	73.8
	6	152	95.4	50	43.5	6.5	50
	7	291	99.7	31.3	52.5	16.2	68.7
	8	146	99.3	42.1	42.9	15	57.9
2011	3	154	99.4	45.6	29.3	25.2	54.4
	4	306	100	35	55.9	9.1	65
	5	149	99.3	41.7	47.9	10.4	58.3
	6	148	99.3	42.4	50	7.6	57.6
	7	282	100	28.3	51.3	20.4	71.7
	8	144	99.3	35	36.5	28.5	65

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	160	99.4	35.8	49.7	14.6	64.2
	4	304	100	24.6	63	12.5	75.4
	5	149	98.7	34.8	52.5	12.8	65.2
	6	151	95.4	37.7	49.3	13	62.3
	7	291	99.7	46.5	38.4	15.1	53.5
	8	146	98.6	35.5	42.6	22	64.5
2011	3	154	98.7	34	40.8	25.2	66
	4	308	100	28.1	60.9	11	71.9
	5	145	99.3	33.6	47.1	19.3	66.4
	6	146	98	27.9	50	22.1	72.1
	7	282	100	41.6	41.2	17.2	58.4
	8	143	97.9	35	36.5	28.5	65
Writing							
2010	3	316	98.4	35.8	34.8	29.5	64.2
	4	306	99	29.1	38.1	32.9	70.9
	5	295	95.6	26.1	47.5	26.4	73.9
	6	307	99.4	25.3	46.4	28.3	74.7
	7	295	99.3	31.6	35.4	33	68.4
	8	296	98.3	28.5	45.5	26	71.5
2011	3	N/A	N/AV	I/S	I/S	I/S	I/S
	4	N/A	N/AV	I/S	I/S	I/S	I/S
	5	289	97.2	28.9	43.2	27.8	71.1
	6	N/A	N/AV	I/S	I/S	I/S	I/S
	7	N/A	N/AV	I/S	I/S	I/S	I/S
	8	287	100	32.5	35.4	32.1	67.5

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)										
All Students	315	94.3	10.5	34.7	30.2	24.6	63.2	68.0	No	Yes
Male	172	94.2	14.2	41.3	25.2	19.4	52.3	63.1	N/A	N/A
Female	143	94.4	6.2	26.9	36.2	30.8	76.2	73.1	N/A	N/A
White	166	95.8	7.9	27.0	32.2	32.9	70.4	79.4	No	Yes
African American	138	92.0	13.9	44.3	27.0	14.8	54.1	51.7	No	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	83.2	I/S	I/S
Hispanic	11	100.0	9.1	36.4	36.4	18.2	63.6	62.8	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	66.4	I/S	I/S
Disabled	50	90.0	37.2	44.2	9.3	9.3	23.3	74.0	No	No
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	1	I/S	I/S	I/S	I/S	I/S	I/S	45.1	I/S	I/S
Subsidized meals	140	90.7	19.8	45.5	20.7	14.0	47.1	54.7	No	No

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	315	95.6	15.1	34.2	31.2	19.5	63.7	62.3	No	Yes
Male	172	95.3	20.8	31.4	29.6	18.2	58.5	61.4	N/A	N/A
Female	143	95.8	8.3	37.6	33.1	21.1	69.9	63.2	N/A	N/A
White	166	98.2	10.3	28.2	35.9	25.6	71.2	75.3	Yes	Yes
African American	138	92.0	22.4	40.8	25.6	11.2	52.8	42.9	No	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	84.3	I/S	I/S
Hispanic	11	100.0	N/A	45.5	27.3	27.3	81.8	59.4	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	64.1	I/S	I/S
Disabled	50	88.0	51.2	37.2	9.3	2.3	25.6	67.7	No	No
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	1	I/S	I/S	I/S	I/S	I/S	I/S	47.1	I/S	I/S
Subsidized meals	140	91.4	24.0	43.2	20.8	12.0	46.4	48.5	No	No

Biology 1/Applied Biology 2 (End-of-Course Test Performance by Group)

All Students	315	96.8	50.2	20.3	14.1	15.4	N/A	N/A	N/A	N/A
Male	172	95.3	51.8	15.9	15.9	16.5	N/A	N/A	N/A	N/A
Female	143	98.6	48.2	25.5	12.1	14.2	N/A	N/A	N/A	N/A
White	166	96.4	42.5	21.3	15.0	21.3	N/A	N/A	N/A	N/A
African American	138	97.1	60.4	18.7	12.7	8.2	N/A	N/A	N/A	N/A
Asian/Pacific Islander	0	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	11	100.0	36.4	27.3	18.2	18.2	N/A	N/A	N/A	N/A
American Indian/Alaskan	0	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	50	86.0	86.0	7.0	4.7	2.3	N/A	N/A	N/A	N/A
Migrant	0	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English	1	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	140	94.3	64.4	17.4	8.3	9.8	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)									
All Students	2010	315	93.7	14.0	29.4	35.0	21.7	66.1	65.9
	2011	315	94.3	10.5	34.7	30.2	24.6	63.2	68.0
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2010	315	94.3	18.1	34.4	23.3	24.3	57.6	62.3
	2011	315	95.6	15.1	34.2	31.2	19.5	63.7	62.3

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	5.6%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.0%	0.0%	No
Student attendance rate, grades K-8	95.5%	94.0%**	Yes

* Adjusted to account for natural variation in performance.

** Or greater than last year